DOCUMENT RESUME

ED 113 466 95 CE 004 964

TITLE North Dakota Vocational Education Assessment System.

INSTITUTION North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; North Dakota Univ., Grand Forks. Dept. of Business and Vocational Education.

SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.a

NOTE 45p.; For related document, see CE 004 965

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage

DESCRIPTORS *Educational Assessment; *Evaluation Criteria; *Evaluation Methods; Measurement Instruments; Post Secondary Education; *Program Evaluation; Secondary Education; *Vocational Education

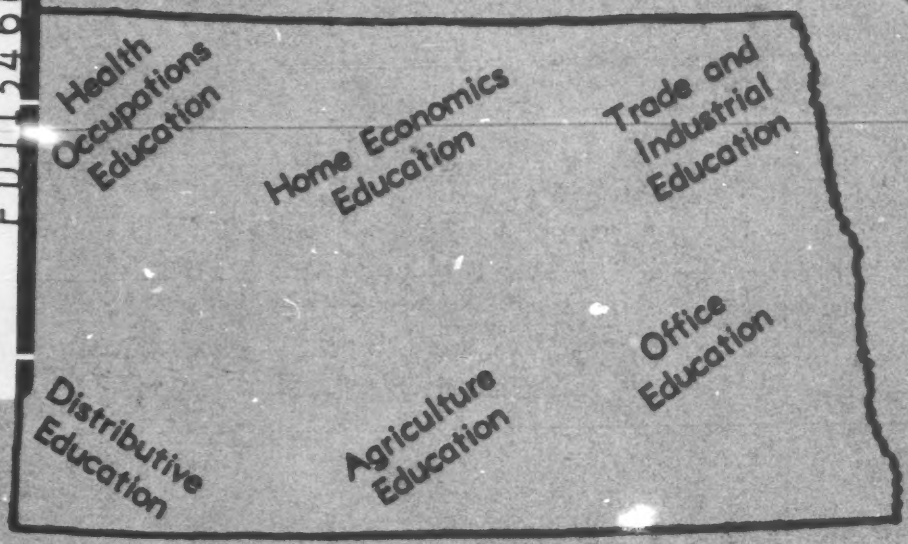
ABSTRACT

The instrument was designed for an assessment program to assist schools and institutions in determining specific needs of their vocational programs and to provide the North Dakota State Board for Vocational Education with accountability data for use in program development. The form is divided into 12 sections to facilitate identification of program needs: philosophy and objectives, curriculum, instructional staff, administration, physical facilities and equipment, instructional materials and supplies, guidance, community involvement, student organizations, advisory committees, students with special needs, and occupational experience. Detailed criteria for each section are listed with ratings to be indicated on a five-point continuum ranging from major improvements needed to no improvements needed. The scale also provides a space for indicating that the criteria does not apply. Each page of the instrument, to be marked by a self-assessor and/or outside evaluator, is produced in duplicate for use with carbon paper. A rating scale (0-100) following each section represents a summary evaluation to be marked based on responses to the criteria for each section. Space for comments and recommendations is also provided. Finally, an assessment profile sheet contains space for indicating the summary ratings for the major sections and an overall program rating. (Author/MS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

SEP 12 1975

ED113466



NORTH DAKOTA
VOCATIONAL EDUCATION ASSESSMENT SYSTEM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

North Dakota State Board for
Vocational Education
900 East Boulevard
Bismarck, North Dakota 58501

CE004964

2

"Buy North Dakota Products"

This assessment instrument was developed under a grant from the Research Coordinating Unit of the North Dakota State Board for Vocational Education in accordance with Part C of Public Law 90-576 and was constructed under the direction of the following members of the Department of Business and Vocational Education, University of North Dakota, Grand Forks:

Dr. John L. Rowe, Project Director

Dr. Roger Bloomquist, Associate Professor

Dr. Dorothy Grovom, Associate Professor

Dr. John Peterson, Professor

with the assistance of the following North Dakota vocational educators:

Miss Karan Evanger, Hettinger

Mr. Marvin Dietz, Mandan

Mr. Wallace Garbel, Stanley

Mr. Moine Gates, Grand Forks

Mr. James Horton, Wahpeton

Mr. Arthur Jorgenson, Mott

Mr. Roger Olson, Fargo

Mr. Frank Praus, Devils Lake

Miss Harriet Shurr, Jamestown

Mr. David Tehle, Fargo

Mrs. Darla Twomey, Buxton-Reynolds

Mr. Sam Verbitsky, Minot

Mrs. Arlene Walz, Bismarck

Mr. Carrol E. Burchinal, State Director of Vocational Education

Mr. Larry Selland, Assistant State Director of Vocational Education

Mr. Jerald B. Lydeen, State Supervisor of Office Education

Dr. Donald Eshelby, Research Coordinator

INTRODUCTION

The need for persons with higher levels of vocational and technical skill has been increasingly recognized during the past two decades. National manpower needs and a concern for the unemployed-underemployed led to the passage of the Vocational Education Act of 1963, and the subsequent Amendments of 1968 continued the intent of previous legislation – to expand and improve offerings in vocational education. However, these Amendments implied that vocational education personnel were directly responsible for relevancy of training and accountability of funds. The mandate for program accountability has encouraged vocational teachers to assess whether the needs of their students are being met. Such an assessment has been used to determine whether local, regional, and national manpower needs are being fulfilled. Almost every state has devised an assessment program to determine whether vocational programs are meeting their specified goals and objectives.

OBJECTIVES

The North Dakota State Board for Vocational Education Assessment System has the following objectives:

. . . to provide specific guidelines for program improvement and development.

. . . to provide for local initiative in program improvement.

. . . to provide administrators and teachers with information about relative strengths and weaknesses of their vocational programs.

. . . to provide accountability for state and federally funded vocational education programs.

. . . to provide a standardized assessment which allows more objective decisions regarding program needs.

. . . to provide specific information needed for federal and state reports.

DEVELOPMENT OF INSTRUMENT

This assessment program is designed primarily to assist local schools and institutions in determining specific needs of their vocational programs. In addition it will provide the State Board for Vocational Education with accountability data that will make it easier for them to assist local schools and institutions in the continuous development of their programs.

This assessment plan is NOT a teacher evaluation instrument, nor is it intended that the results of the assessment be used for comparative analysis with other programs in the state.

The basic philosophy of the assessment system is that each school's vocational program is unique to the needs of the local community. The prime concern is whether or not the needs of students in a particular school are being met.

The assessment instrument is divided into twelve parts to better facilitate the identification of program needs. These are:

. . . Philosophy and Objectives

. . . Curriculum

. . . Instructional Staff

. . . Administration

. . . Physical Facilities and Equipment

. . . Instructional Materials and Supplies

. . . Guidance

. . . Community Involvement

. . . Student Organizations

. . . Advisory Committees

. . . Students with Special Needs

. . . Occupational Experience

GENERAL DIRECTIONS FOR SELF-ASSESSMENT

The self-assessment forms contain the following: (a) assessment criteria for the twelve sections previously cited and (b) individual rating scales for the twelve sections. The following directions should be used for completing the self-assessment.

Assessment Criteria

1. The instrument is divided into the twelve sections described on the previous page. Each section includes a series of statements appropriate to the area being assessed. If you are doing a self-assessment, check the square (☐) after each statement which corresponds most closely to your assessment. Do not place a check in the circle if you are doing a visitation assessment, check the circle after each statement. Use the following scale when making your interpretation, but note that you are to rate on a continuum ranging from major improvements needed to no improvements needed.

NA	statement does not apply to this program
1	major improvements needed
2	
3	
4	
5	no improvements needed

2. Do NOT attempt to make comparisons with other vocational programs. Base your evaluation entirely on whether the program criteria are appropriate to the needs of the students in the school being assessed.

3. Remove the sheet of carbon paper from the inside cover and make a carbon copy for each section of your self-assessment survey.

Individual Rating Scales

1. Each of the twelve sections of the instrument contains a rating scale ranging from 0 to 100 percent. The rating scale represents a summary assessment for a section, and your rating should be based on previous responses to the assessment criteria. However, the rating should not represent an average of all responses because all of the assessment statements are not equal in importance. It is your responsibility to determine which of the criteria are of most importance to the program being surveyed, and check the position on the scale which corresponds most closely to your overall evaluation of that section. After you have responded to all of the assessment criteria for a section, the rating scale should be checked.

   EXAMPLE:

   0 . 20 . 40 . 60 ✓ 80 . 100

2. Note that space is provided under these scales for your comments and recommendations for program improvement. Careful completion of this section is imperative because the information will be used for making specific program improvements based on your suggestions.

ASSESSMENT OF LOCAL VOCATIONAL EDUCATION PROGRAMS

Name of School _____

Address _____

Self-Assessment

Completed by DATE _____

Name and Position	P. O. Address

Visitation Assessment

Completed by DATE _____

Name and Position	P. O. Address

School Administrator

Name	Position

SECTION I. MEETING STUDENT NEEDS THROUGH PHILOSOPHY AND OBJECTIVES

I. School Philosophy and Objectives	NA	1	2	3	4	5
a. The philosophy and objectives of the school are clearly defined and written.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. The philosophy and objectives of the school have been developed and/or reviewed within the last seven years by a committee including representation from faculty, school board members, lay people, and students.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. The philosophy and objectives of the school include a written statement indicating a commitment to vocational education programs.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O

II. Vocational Program Philosophy and Objectives	NA	1	2	3	4	5
a. The philosophy and objectives of the program are clearly defined, written, and reflect the purposes set forth in the North Dakota State Plan for Vocational Education.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. The philosophy and objectives of the program are consistent with the general philosophy and objectives of the school.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. The objectives of the program are realistic and achievable in the existing school environment.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
d. The philosophy and objectives of the program are formally re-evaluated yearly by a committee representing faculty, administrators, students, and members of the advisory committee.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O

RATING SCALE FOR PHILOSOPHY AND OBJECTIVES

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION I. MEETING STUDENT NEEDS THROUGH PHILOSOPHY AND OBJECTIVES

I. School Philosophy and Objectives	NA	1	2	3	4	5
a. The philosophy and objectives of the school are clearly defined and written.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. The philosophy and objectives of the school have been developed and/or reviewed within the last seven years by a committee including representation from faculty, school board members, lay people, and students.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. The philosophy and objectives of the school include a written statement indicating a commitment to vocational education programs.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O

II. Vocational Program Philosophy and Objectives	NA	1	2	3	4	5
a. The philosophy and objectives of the program are clearly defined, written, and reflect the purposes set forth in the North Dakota State Plan for Vocational Education.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. The philosophy and objectives of the program are consistent with the general philosophy and objectives of the school.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. The objectives of the program are realistic and achievable in the existing school environment.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
d. The philosophy and objectives of the program are formally re-evaluated yearly by a committee representing faculty, administrators, students, and members of the advisory committee.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O

COPY

RATING SCALE FOR PHILOSOPHY AND OBJECTIVES

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION II. MEETING STUDENT NEEDS THROUGH CURRICULUM

	NA	1	2	3	4	5
I. Scope						
a. The curriculum is sufficiently comprehensive to meet the stated objectives of the vocational program including providing students with a marketable skill or skills in an occupation or group of related occupations.	□ O	□ O	□ O	□ O	□ O	□ O
b. A written outline is available for each vocational course offering that includes content and specific objectives stated in terms measurable by student achievement.	□ O	□ O	□ O	□ O	□ O	□ O
c. The North Dakota Curriculum Guide has been used as a basis for the development of individual course content.	□ O	□ O	□ O	□ O	□ O	□ O
d. The number of course offerings and teaching staff available are consistent with student enrollment and interest in vocational occupations, size of the school, and unique characteristics of school and community.	□ O	□ O	□ O	□ O	□ O	□ O
e. Course offerings are sufficient to provide a complete vocational program.	□ O	□ O	□ O	□ O	□ O	□ O
f. Career education is an integral part of each course within the vocational program.	□ O	□ O	□ O	□ O	□ O	□ O
II. Learning Outcomes	NA	1	2	3	4	5
a. A typical student graduating from a vocational sequence receives adequate instruction relating to:						
1. Specialized skills and knowledges in occupational area of choice	□ O	□ O	□ O	□ O	□ O	□ O
2. Practical experience in occupational area of choice through cooperative programs or simulated work experience	□ O	□ O	□ O	□ O	□ O	□ O
3. Attitudes and social traits including employer—employee relationships	□ O	□ O	□ O	□ O	□ O	□ O
III. Flexibility	NA	1	2	3	4	5
a. The school schedule is designed to make it possible for qualified students to prepare for careers in occupational areas of their choice.	□ O	□ O	□ O	□ O	□ O	□ O
b. The curriculum is sufficiently flexible so that individualized instruction, when appropriate, is available to students.	□ O	□ O	□ O	□ O	□ O	□ O

SECTION II. MEETING STUDENT NEEDS THROUGH CURRICULUM

	NA	1	2	3	4	5
I. Scope						
a. The curriculum is sufficiently comprehensive to meet the stated objectives of the vocational program including providing students with a marketable skill or skills in an occupation or group of related occupations.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. A written outline is available for each vocational course offering that includes content and specific objectives stated in terms measurable by student achievement.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. The North Dakota Curriculum Guide has been used as a basis for the development of individual course content.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
d. The number of course offerings and teaching staff available are consistent with student enrollment and interest in vocational occupations, size of the school, and unique characteristics of school and community.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
e. Course offerings are sufficient to provide a complete vocational program.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
f. Career education is an integral part of each course within the vocational program.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
II. Learning Outcomes	NA	1	2	3	4	5
a. A typical student graduating from a vocational sequence receives adequate instruction relating to:						
1. Specialized skills and knowledges in occupational area of choice	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
2. Practical experience in occupational area of choice through cooperative programs or simulated work experience	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
3. Attitudes and social traits including employer—employee relationships	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
III. Flexibility	NA	1	2	3	4	5
a. The school schedule is designed to make it possible for qualified students to prepare for careers in occupational areas of their choice.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. The curriculum is sufficiently flexible so that individualized instruction, when appropriate, is available to students.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O

COPY

c. Scheduling of classes permits vocational students to participate in extra-curricular and social activities of the school. □ □ □ □ □ □ / O O O O O O

IV. Evaluation

	NA	1	2	3	4	5
a. The curriculum is reviewed and evaluated by the vocational faculty once a year and revised when necessary and feasible.	□ O	□ O	□ O	□ O	□ O	□ O
b. Information from formal follow-up studies is used for improving and revising course offerings, course content, course standards, and teaching methods.	□ O	□ O	□ O	□ O	□ O	□ O

V. Adult Education Provisions

	NA	1	2	3	4	5
a. Tangible effort is made to determine the adult vocational education needs of the community.	□ O	□ O	□ O	□ O	□ O	□ O
b. A comprehensive adult vocational education program is provided by the department.	□ O	□ O	□ O	□ O	□ O	□ O
c. Highly qualified instructional personnel are selected from the professions, business, industry, agriculture, or teaching faculty to teach adult education classes.	□ O	□ O	□ O	□ O	□ O	□ O

RATING SCALE FOR CURRICULUM

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

c. Scheduling of classes permits vocational students to participate in extra-curricular and social activities of the school. ☐ ☐ ☐ ☐ ☐ ☐ / ○ ○ ○ ○ ○ ○

IV. Evaluation

	NA	1	2	3	4	5
a. The curriculum is reviewed and evaluated by the vocational faculty once a year and revised when necessary and feasible.	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○
b. Information from formal follow-up studies is used for improving and revising course offerings, course content, course standards, and teaching methods.	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○

V. Adult Education Provisions

	NA	1	2	3	4	5
a. Tangible effort is made to determine the adult vocational education needs of the community.	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○
b. A comprehensive adult vocational education program is provided by the department.	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○
c. Highly qualified instructional personnel are selected from the professions, business, industry, agriculture, or teaching faculty to teach adult education classes.	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○	☐ ○

COPY

RATING SCALE FOR CURRICULUM

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION III. MEETING STUDENT NEEDS THROUGH INSTRUCTIONAL STAFF

I. Professional Development	NA	1	2	3	4	5
a. Active membership is held in organizations related to the vocational field.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
b. Professional growth through participation in non-required activities such as attendance at institutes, seminars, and workshops is evident.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
c. In-service programs are provided within the school for the professional development of teachers.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

II. Academic Qualifications	NA	1	2	3	4	5
a. Education beyond the requirements specified by the State Board for Vocational Education has been attained.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
b. Occupational experience closely related to the specific vocational field has been attained recently.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

RATING SCALE FOR INSTRUCTIONAL STAFF

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION III. MEETING STUDENT NEEDS THROUGH INSTRUCTIONAL STAFF

I. Professional Development	NA	1	2	3	4	5
a. Active membership is held in organizations related to the vocational field.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
b. Professional growth through participation in non-required activities such as attendance at institutes, seminars, and workshops is evident.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
c. In-service programs are provided within the school for the professional development of teachers.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

II. Academic Qualifications	NA	1	2	3	4	5
a. Education beyond the requirements specified by the State Board for Vocational Education has been attained.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
b. Occupational experience closely related to the specific vocational field has been attained recently.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

RATING SCALE FOR INSTRUCTIONAL STAFF

0 . 20 . 40 . 60 . 80 . 100

COPY

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION IV. MEETING STUDENT NEEDS THROUGH ADMINISTRATION

I. School Administration	NA	1	2	3	4	5
a. The financial policies of the school support the attainment of the philosophy and objectives of the vocational program.	□ O	□ O	□ O	□ O	□ O	□ O
b. A formal budgetary program for the vocational department has been established.	□ O	□ O	□ O	□ O	□ O	□ O
c. Final approval on all budgetary items is made in consultation with the department chairman and/or vocational staff.	□ O	□ O	□ O	□ O	□ O	□ O
d. The vocational department is represented in the overall policy making decisions of the school when such policies affect the vocational program.	□ O	□ O	□ O	□ O	□ O	□ O
e. Vocational department personnel are involved in the selection of staff within the department.	□ O	□ O	□ O	□ O	□ O	□ O
f. Adequate reimbursement is available for vocational teachers to attend professional meetings; i.e., workshops and conferences.	□ O	□ O	□ O	□ O	□ O	□ O
g. Extended contracts of sufficient length are offered to vocational coordinators for in-service training, curriculum development, program planning, and evaluation.	□ O	□ O	□ O	□ O	□ O	□ O
h. An individual is clearly designated as responsible for the administration of the department.	□ O	□ O	□ O	□ O	□ O	□ O
i. The individual responsible for administration of the department is provided released time to devote to these duties.	□ O	□ O	□ O	□ O	□ O	□ O
j. Extracurricular activities of vocational teachers are scheduled so they do not interfere with classroom instruction.	□ O	□ O	□ O	□ O	□ O	□ O

II. Departmental Administration	NA	1	2	3	4	5
a. The allocation of budgeted funds within the department is based on student and teacher needs relative to the attainment of the philosophy and objectives of the vocational program.	□ O	□ O	□ O	□ O	□ O	□ O
b. Lines of authority and communication within the school and the vocational department are clearly defined and utilized.	□ O	□ O	□ O	□ O	□ O	□ O

SECTION IV. MEETING STUDENT NEEDS THROUGH ADMINISTRATION

I. School Administration	NA	1	2	3	4	5
a. The financial policies of the school support the attainment of the philosophy and objectives of the vocational program.	□ O	□ O	□ O	□ O	□ O	□ O
b. A formal budgetary program for the vocational department has been established.	□ O	□ O	□ O	□ O	□ O	□ O
c. Final approval on all budgetary items is made in consultation with the department chairman and/or vocational staff.	□ O	□ O	□ O	□ O	□ O	□ O
d. The vocational department is represented in the overall policy making decisions of the school when such policies affect the vocational program.	□ O	□ O	□ O	□ O	□ O	□ O
e. Vocational department personnel are involved in the selection of staff within the department.	□ O	□ O	□ O	□ O	□ O	□ O
f. Adequate reimbursement is available for vocational teachers to attend professional meetings; i.e., workshops and conferences.	□ O	□ O	□ O	□ O	□ O	□ O
g. Extended contracts of sufficient length are offered to vocational coordinators for in-service training, curriculum development, program planning, and evaluation.	□ O	□ O	□ O	□ O	□ O	□ O
h. An individual is clearly designated as responsible for the administration of the department.	□ O	□ O	□ O	□ O	□ O	□ O
i. The individual responsible for administration of the department is provided released time to devote to these duties.	□ O	□ O	□ O	□ O	□ O	□ O
j. Extracurricular activities of vocational teachers are scheduled so they do not interfere with classroom instruction.	□ O	□ O	□ O	□ O	□ O	□ O

II. Departmental Administration	NA	1	2	3	4	5
a. The allocation of budgeted funds within the department is based on student and teacher needs relative to the attainment of the philosophy and objectives of the vocational program.	□ O	□ O	□ O	□ O	□ O	□ O
b. Lines of authority and communication within the school and the vocational department are clearly defined and utilized.	□ O	□ O	□ O	□ O	□ O	□ O

COPY

c. Classroom responsibilities are assigned on the basis of professional preparation and competency in the specific courses to be taught.	□	□	□	□	□	□
	O	O	O	O	O	O
d. Class size is limited to facilitate the achievement of course objectives.	□	□	□	□	□	□
	O	O	O	O	O	O
e. Individual faculty members are informed about departmental policies and activities.	□	□	□	□	□	□
	O	O	O	O	O	O
f. A policy has been established limiting classroom activities originating outside the department to those that contribute to the educational objectives of the students.	□	□	□	□	□	□
	O	O	O	O	O	O
g. Individual faculty members are aware of, understand, and receive feedback from a continuing teacher evaluation program.	□	□	□	□	□	□
	O	O	O	O	O	O

RATING SCALE FOR ADMINISTRATION

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

c. Classroom responsibilities are assigned on the basis of professional preparation and competency in the specific courses to be taught. □ □ □ □ □ □ / O O O O O O

d. Class size is limited to facilitate the achievement of course objectives. □ □ □ □ □ □ / O O O O O O

e. Individual faculty members are informed about departmental policies and activities. □ □ □ □ □ □ / O O O O O O

f. A policy has been established limiting classroom activities originating outside the department to those that contribute to the educational objectives of the students. □ □ □ □ □ □ / O O O O O O

g. Individual faculty members are aware of, understand, and receive feedback from a continuing teacher evaluation program. □ □ □ □ □ □ / O O O O O O

RATING SCALE FOR ADMINISTRATION

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

COPY

SECTION V. MEETING STUDENT NEEDS THROUGH PHYSICAL FACILITIES AND EQUIPMENT

	NA	1	2	3	4	5
I. Size and Arrangement						
a. The size, arrangement, and proximity of the facilities are suitable to the philosophy, objectives and enrollment in the program.	□	□	□	□	□	□
b. The vocational education area complex is easily accessible to physically handicapped students.	□	□	□	□	□	□
c. Ample office space is provided for the instructional staff.	□	□	□	□	□	□
II. Environmental Conditions	NA	1	2	3	4	5
a. Classrooms are cheerful, attractive, and create a climate conducive to learning.	□	□	□	□	□	□
b. Environmental conditions are adequate (heat, light, ventilation, acoustics) and can be regulated by classroom teachers.	□	□	□	□	□	□
c. Classrooms show evidence of proper custodial maintenance.	□	□	□	□	□	□
III. Supporting Facilities	NA	1	2	3	4	5
a. Ample storage space is available for instructional supplies and teacher-student materials.	□	□	□	□	□	□
b. Electrical outlets are ample and are conveniently and safely located.	□	□	□	□	□	□
c. A master switch is provided in rooms containing installations of electrical equipment.	□	□	□	□	□	□
d. Adequate chalkboard and bulletin board space is available in each classroom.	□	□	□	□	□	□
e. Washing facilities are conveniently located in the vocational education department.	□	□	□	□	□	□
IV. Instructional Equipment	NA	1	2	3	4	5
a. Sufficient instructional equipment is available to enable the department to conduct an effective vocational program.	□	□	□	□	□	□
b. Instructional equipment is in excellent working condition.	□	□	□	□	□	□
c. Equipment purchased with state vocational funds is located in and used by students and faculty in the designated department.	□	□	□	□	□	□

SECTION V. MEETING STUDENT NEEDS THROUGH PHYSICAL FACILITIES AND EQUIPMENT

	NA	1	2	3	4	5
I. Size and Arrangement						
a. The size, arrangement, and proximity of the facilities are suitable to the philosophy, objectives and enrollment in the program.	□ O	□ O	□ O	□ O	□ O	□ O
b. The vocational education area complex is easily accessible to physically handicapped students.	□ O	□ O	□ O	□ O	□ O	□ O
c. Ample office space is provided for the instructional staff.	□ O	□ O	□ O	□ O	□ O	□ O
II. Environmental Conditions	NA	1	2	3	4	5
a. Classrooms are cheerful, attractive, and create a climate conducive to learning.	□ O	□ O	□ O	□ O	□ O	□ O
b. Environmental conditions are adequate (heat, light, ventilation, acoustics) and can be regulated by classroom teachers.	□ O	□ O	□ O	□ O	□ O	□ O
c. Classrooms show evidence of proper custodial maintenance.	□ O	□ O	□ O	□ O	□ O	□ O
III. Supporting Facilities	NA	1	2	3	4	5
a. Ample storage space is available for instructional supplies and teacher-student materials.	□ O	□ O	□ O	□ O	□ O	□ O
b. Electrical outlets are ample and are conveniently and safely located.	□ O	□ O	□ O	□ O	□ O	□ O
c. A master switch is provided in rooms containing installations of electrical equipment.	□ O	□ O	□ O	□ O	□ O	□ O
d. Adequate chalkboard and bulletin board space is available in each classroom.	□ O	□ O	□ O	□ O	□ O	□ O
e. Washing facilities are conveniently located in the vocational education department.	□ O	□ O	□ O	□ O	□ O	□ O
IV. Instructional Equipment	NA	1	2	3	4	5
a. Sufficient instructional equipment is available to enable the department to conduct an effective vocational program.	□ O	□ O	□ O	□ O	□ O	□ O
b. Instructional equipment is in excellent working condition.	□ O	□ O	□ O	□ O	□ O	□ O
c. Equipment purchased with state vocational funds is located in and used by students and faculty in the designated department.	□ O	□ O	□ O	□ O	□ O	□ O

COPY

d. The instructional equipment is similar to the equipment currently used in the occupation. □ □ □ □ □ □ / O O O O O O

e. Schedules of equipment acquisition and repair are maintained and a systematic equipment replacement policy is followed. □ □ □ □ □ □ / O O O O O O

f. An inventory of equipment purchased in whole or part by the State Board for Vocational Education is conducted at least once a year. □ □ □ □ □ □ / O O O O O O

g. Instruction is not handicapped by a time lag in repairing or acquiring equipment. □ □ □ □ □ □ / O O O O O O

h. Individual work stations are appropriate for the type of work being done. □ □ □ □ □ □ / O O O O O O

i. Differences in the physical characteristics of students have been considered in the selection of classroom furniture. □ □ □ □ □ □ / O O O O O O

j. Supplementary instructional equipment appropriate to each teaching area is available; e.g., demonstration stands, display cases, mock-ups, wiring boards, soil samples, audio-visual equipment, etc. □ □ □ □ □ □ / O O O O O O

k. Student study equipment appropriate to each teaching area is available when necessary for instruction; e.g., listening laboratories, study carrells, simulated work stations, etc. □ □ □ □ □ □ / O O O O O O

RATING SCALE FOR FACILITIES AND EQUIPMENT

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

d. The instructional equipment is similar to the equipment currently used in the occupation. □ □ □ □ □ □ / O O O O O O

e. Schedules of equipment acquisition and repair are maintained and a systematic equipment replacement policy is followed. □ □ □ □ □ □ / O O O O O O

f. An inventory of equipment purchased in whole or part by the State Board for Vocational Education is conducted at least once a year. □ □ □ □ □ □ / O O O O O O

g. Instruction is not handicapped by a time lag in repairing or acquiring equipment. □ □ □ □ □ □ / O O O O O O

h. Individual work stations are appropriate for the type of work being done. □ □ □ □ □ □ / O O O O O O

i. Differences in the physical characteristics of students have been considered in the selection of classroom furniture. □ □ □ □ □ □ / O O O O O O

j. Supplementary instructional equipment appropriate to each teaching area is available; e.g., demonstration stands, display cases, mock-ups, wiring boards, soil samples, audio-visual equipment, etc. □ □ □ □ □ □ / O O O O O O

k. Student study equipment appropriate to each teaching area is available when necessary for instruction; e.g., listening laboratories, study carrells, simulated work stations, etc. □ □ □ □ □ □ / O O O O O O

COPY

RATING SCALE FOR FACILITIES AND EQUIPMENT

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION VI. MEETING STUDENT NEEDS THROUGH INSTRUCTIONAL MATERIALS AND SUPPLIES

	NA	1	2	3	4	5
I. Instructional Materials						
a. Textbooks, instructional and supplementary materials are sufficient in quantity, are in good condition, and are appropriate to the objectives of the vocational program.	□ O	□ O	□ O	□ O	□ O	□ O
b. Instruction is not handicapped by a time lag in the acquisition of material and supplies.	□ O	□ O	□ O	□ O	□ O	□ O
c. A reference library is available which includes a variety of current supplementary information not normally found in student textbooks; e.g., occupational handbooks, trade journals, newspapers, and vocational publications.	□ O	□ O	□ O	□ O	□ O	□ O
II. Supplies	NA	1	2	3	4	5
a. Sufficient funds are available to provide supplies necessary for meeting the program objectives.	□ O	□ O	□ O	□ O	□ O	□ O
b. The vocational department may obtain supplies as the need arises.	□ O	□ O	□ O	□ O	□ O	□ O
III. Safety	NA	1	2	3	4	5
a. Safety instruction is an integral part of the program.	□ O	□ O	□ O	□ O	□ O	□ O
b. Equipment is in safe operating condition and is provided with necessary safety devices.	□ O	□ O	□ O	□ O	□ O	□ O
c. Essential safety equipment such as fire extinguishers, first aid kits, etc., are readily available.	□ O	□ O	□ O	□ O	□ O	□ O
d. Safety regulations are posted in accordance with established safety guidelines where potential hazards exist.	□ O	□ O	□ O	□ O	□ O	□ O

RATING SCALE FOR INSTRUCTIONAL MATERIALS AND SUPPLIES

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION VI. MEETING STUDENT NEEDS THROUGH INSTRUCTIONAL MATERIALS AND SUPPLIES

	NA	1	2	3	4	5
I. Instructional Materials						
a. Textbooks, instructional and supplementary materials are sufficient in quantity, are in good condition, and are appropriate to the objectives of the vocational program.	☐	☐	☐	☐	☐	☐
b. Instruction is not handicapped by a time lag in the acquisition of material and supplies.	☐	☐	☐	☐	☐	☐
c. A reference library is available which includes a variety of current supplementary information not normally found in student textbooks; e.g., occupational handbooks, trade journals, newspapers, and vocational publications.	☐	☐	☐	☐	☐	☐
II. Supplies						
a. Sufficient funds are available to provide supplies necessary for meeting the program objectives.	☐	☐	☐	☐	☐	☐
b. The vocational department may obtain supplies as the need arises.	☐	☐	☐	☐	☐	☐
III. Safety						
a. Safety instruction is an integral part of the program.	☐	☐	☐	☐	☐	☐
b. Equipment is in safe operating condition and is provided with necessary safety devices.	☐	☐	☐	☐	☐	☐
c. Essential safety equipment such as fire extinguishers, first aid kits, etc., are readily available.	☐	☐	☐	☐	☐	☐
d. Safety regulations are posted in accordance with established safety guidelines where potential hazards exist.	☐	☐	☐	☐	☐	☐

COPY

RATING SCALE FOR INSTRUCTIONAL MATERIALS AND SUPPLIES

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION VII. MEETING STUDENT NEEDS THROUGH GUIDANCE

	NA	1	2	3	4	5
I. Placement						
a. A planned program for placement of vocational graduates exists in the school.	□ O	□ O	□ O	□ O	□ O	□ O
b. Placement of graduates conforms to their career objectives.	□ O	□ O	□ O	□ O	□ O	□ O
c. The school aids students currently enrolled in the program in finding part-time employment related to their career field.	□ O	□ O	□ O	□ O	□ O	□ O
II. Follow-up						
a. Formal follow-up studies of program graduates are kept on file and conducted at one-, three-, and five-year intervals.	□ O	□ O	□ O	□ O	□ O	□ O
b. Members of the vocational department are aware of and use the results of follow-up studies in teaching and/or counseling students.	□ O	□ O	□ O	□ O	□ O	□ O
III. Guidance Services						
a. School counselors meet the needs of students enrolled in the vocational department through individual and/or group counseling.	□ O	□ O	□ O	□ O	□ O	□ O
b. Cooperation exists between the vocational department and guidance personnel in enrolling students in classes appropriate to their individual needs, career objectives, skills, and employment potential.	□ O	□ O	□ O	□ O	□ O	□ O
c. Students have an opportunity to select and plan their sequence of courses with assistance from the vocational faculty and guidance personnel.	□ O	□ O	□ O	□ O	□ O	□ O
d. A sufficient number of vocational counselors are employed to meet the needs of students.	□ O	□ O	□ O	□ O	□ O	□ O
IV. Career Education						
a. There is a planned career education program for assisting students in selecting a career field appropriate to their individual abilities and interests.	□ O	□ O	□ O	□ O	□ O	□ O
b. Vocational students receive information regarding post-secondary education opportunities in the career field of their choice.	□ O	□ O	□ O	□ O	□ O	□ O

SECTION VII. MEETING STUDENT NEEDS THROUGH GUIDANCE

	NA	1	2	3	4	5
I. Placement						
a. A planned program for placement of vocational graduates exists in the school.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
b. Placement of graduates conforms to their career objectives.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
c. The school aids students currently enrolled in the program in finding part-time employment related to their career field.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
II. Follow-up	NA	1	2	3	4	5
a. Formal follow-up studies of program graduates are kept on file and conducted at one-, three-, and five-year intervals.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
b. Members of the vocational department are aware of and use the results of follow-up studies in teaching and/or counseling students.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
III. Guidance Services	NA	1	2	3	4	5
a. School counselors meet the needs of students enrolled in the vocational department through individual and/or group counseling.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
b. Cooperation exists between the vocational department and guidance personnel in enrolling students in classes appropriate to their individual needs, career objectives, skills, and employment potential.	☐	☐	☐	☐	☐	☐
	○	○	⊙	○	○	○
c. Students have an opportunity to select and plan their sequence of courses with assistance from the vocational faculty and guidance personnel.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
d. A sufficient number of vocational counselors are employed to meet the needs of students.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
IV. Career Education	NA	1	2	3	4	5
a. There is a planned career education program for assisting students in selecting a career field appropriate to their individual abilities and interests.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
b. Vocational students receive information regarding post-secondary education opportunities in the career field of their choice.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○

COPY

RATING SCALE FOR GUIDANCE

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

RATING SCALE FOR GUIDANCE

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

COPY

SECTION VIII. MEETING STUDENT NEEDS THROUGH COMMUNITY INVOLVEMENT

I. Community Involvement	NA	1	2	3	4	5
a. Visitations are made by students to appropriate job sites to determine employment qualifications, working conditions, and typical problems related to their vocational area.	□ O	□ O	□ O	□ O	□ O	□ O
b. Classroom instruction is supplemented by the use of community personnel representing the vocational area.	□ O	□ O	□ O	□ O	□ O	□ O

II. Teacher Involvement	NA	1	2	3	4	5
a. Teachers publicize the vocational program through service organizations, school functions, and the news media.	□ O	□ O	□ O	□ O	□ O	□ O
b. Teachers are actively involved in community activities related to their vocational field.	□ O	□ O	□ O	□ O	□ O	□ O

RATING SCALE FOR COMMUNITY INVOLVEMENT

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION VIII. MEETING STUDENT NEEDS THROUGH COMMUNITY INVOLVEMENT

I. Community Involvement	NA	1	2	3	4	5
a. Visitations are made by students to appropriate job sites to determine employment qualifications, working conditions, and typical problems related to their vocational area.	□ O	□ O	□ O	□ O	□ O	□ O
b. Classroom instruction is supplemented by the use of community personnel representing the vocational area.	□ O	□ O	□ O	□ O	□ O	□ O

II. Teacher Involvement	NA	1	2	3	4	5
a. Teachers publicize the vocational program through service organizations, school functions, and the news media.	□ O	□ O	□ O	□ O	□ O	□ O
b. Teachers are actively involved in community activities related to their vocational field.	□ O	□ O	□ O	□ O	□ O	□ O

COPY

RATING SCALE FOR COMMUNITY INVOLVEMENT

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION IX. MEETING STUDENT NEEDS THROUGH STUDENT ORGANIZATIONS

I. Organization	NA	1	2	3	4	5
a. A student organization directly related to the vocational program has been established.	□	□	□	□	□	□
	O	O	O	O	O	O
b. Membership is available to all students enrolled in the vocational program.	□	□	□	□	□	□
	O	O	O	O	O	O

II. Activities	NA	1	2	3	4	5
a. Chapter meetings are held regularly	□	□	□	□	□	□
	O	O	O	O	O	O
b. Club activities reflect enthusiasm, motivation, continued evaluation of activities as related to objectives, and supervision by the advisor.	□	□	□	□	□	□
	O	O	O	O	O	O
c. A large proportion of the students enrolled in the vocational program are members of the student organization.	□	□	□	□	□	□
	O	O	O	O	O	O
d. Organizational activities are publicized in school and community news media.	□	□	□	□	□	□
	O	O	O	O	O	O
e. Students attend and participate annually in state leadership conferences relating to their vocational area.	□	□	□	□	□	□
	O	O	O	O	O	O

RATING SCALE FOR STUDENT ORGANIZATIONS

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION IX. MEETING STUDENT NEEDS THROUGH STUDENT ORGANIZATIONS

I. Organization	NA	1	2	3	4	5
a. A student organization directly related to the vocational program has been established.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
b. Membership is available to all students enrolled in the vocational program.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

II. Activities	NA	1	2	3	4	5
a. Chapter meetings are held regularly	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
b. Club activities reflect enthusiasm, motivation, continued evaluation of activities as related to objectives, and supervision by the advisor.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
c. A large proportion of the students enrolled in the vocational program are members of the student organization.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
d. Organizational activities are publicized in school and community news media.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
e. Students attend and participate annually in state leadership conferences relating to their vocational area.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

COPY

RATING SCALE FOR STUDENT ORGANIZATIONS

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION X. MEETING STUDENT NEEDS THROUGH ADVISORY COMMITTEES

I. Status, Composition, and Appointment Policies	NA	1	2	3	4	5
a. An advisory committee has been appointed for the vocational program.	□ O	□ O	□ O	□ O	□ O	□ O
b. Members of the vocational staff have the prime responsibility for appointing advisory committee members.	□ O	□ O	□ O	□ O	□ O	□ O
c. Management and employees are represented on the advisory committee.	□ O	□ O	□ O	□ O	□ O	□ O
d. The major composition of the advisory committee consists of individuals directly engaged in related vocational occupations.	□ O	□ O	□ O	□ O	□ O	□ O
e. An attempt is made to stagger membership appointments so that continuity is maintained.	□ O	□ O	□ O	□ O	□ O	□ O

II. Activities	NA	1	2	3	4	5
a. The advisory committee meets at regular intervals throug out the school year.	□ O	□ O	□ O	□ O	□ O	□ O
b. Effective communication between the advisory committee, school administration, and the vocational staff is evident.	□ O	□ O	□ O	□ O	□ O	□ O
c, Advisory committee discussions and recommendations relate to (a) curriculum revision, (b) facility improvement, (c) purchase of instructional equipment and supplies, (d) occupational experience programs, (e) program philosophy and objectives, (f) manpower needs, and (g) methods of program revision.	□ O	□ O	□ O	□ O	□ O	□ O

III. Operating Policies	NA	1	2	3	4	5
a. Committee members are fully informed in writing as to the purpose, function, and responsibility of the advisory committee.	□ O	□ O	□ O	□ O	□ O	□ O
b. A written agenda is distributed to each advisory committee member prior to meetings.	□ O	□ O	□ O	□ O	□ O	□ O
c. Minutes of advisory committee meetings are distributed to local school administrators and are on file in the vocational department.	□ O	□ O	□ O	□ O	□ O	□ O
d. The advisory committee is given public recognition by the vocational department.	□ O	□ O	□ O	□ O	□ O	□ O

SECTION X. MEETING STUDENT NEEDS THROUGH ADVISORY COMMITTEES

	NA	1	2	3	4	5
I. Status, Composition, and Appointment Policies						
a. An advisory committee has been appointed for the vocational program.	□	□	□	□	□	□
	O	O	O	O	O	O
b. Members of the vocational staff have the prime responsibility for appointing advisory committee members.	□	□	□	□	□	□
	O	O	O	O	O	O
c. Management and employees are represented on the advisory committee.	□	□	□	□	□	□
	O	O	O	O	O	O
d. The major composition of the advisory committee consists of individuals directly engaged in related vocational occupations.	□	□	□	□	□	□
	O	O	O	O	O	O
e. An attempt is made to stagger membership appointments so that continuity is maintained.	□	□	□	□	□	□
	O	O	O	O	O	O
II. Activities	NA	1	2	3	4	5
a. The advisory committee meets at regular intervals throug out the school year.	□	□	□	□	□	□
	O	O	O	O	O	O
b. Effective communication between the advisory committee, school administration, and the vocational staff is evident.	□	□	□	□	□	□
	O	O	O	O	O	O
c, Advisory committee discussions and recommendations relate to (a) curriculum revision, (b) facility improvement, (c) purchase of instructional equipment and supplies, (d) occupational experience programs, (e) program philosophy and objectives, (f) manpower needs, and (g) methods of program revision.	□	□	□	□	□	□
	O	O	O	O	O	O
III. Operating Policies	NA	1	2	3	4	5
a. Committee members are fully informed in writing as to the purpose, function, and responsibility of the advisory committee.	□	□	□	□	□	□
	O	O	O	O	O	O
b. A written agenda is distributed to each advisory committee member prior to meetings.	□	□	□	□	□	□
	O	O	O	O	O	O
c. Minutes of advisory committee meetings are distributed to local school administrators and are on file in the vocational department.	□	□	□	□	□	□
	O	O	O	O	O	O
d. The advisory committee is given public recognition by the vocational department.	□	□	□	□	□	□
	O	O	O	O	O	O

COPY

RATING SCALE FOR ADVISORY COMMITTEES

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

RATING SCALE FOR ADVISORY COMMITTEES

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

COPY

SECTION XI. PROVIDING FOR STUDENTS WITH SPECIAL NEEDS

	NA	1	2	3	4	5
I. Program Organization						
a. Students with special needs are identified according to criteria established in the North Dakota State Plan for Vocational Education.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
b. Vocational guidance, vocational rehabilitation, and special educational facilities for students with special needs are provided.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
II. Program Content						
a. Special programs, courses, course modifications, or tutorial instruction are available when it is necessary to meet the individual's vocational needs.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
b. Vocational programs and courses for students with special needs contribute directly to career objectives.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
c. Provision is made for remedial instruction basic to the vocational area; e.g., communications, arithmetic.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
d. Appropriate specialized facilities, equipment, and materials to supplement instruction for students with special needs are available.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
III. Instructional Staff						
a. Vocational teachers who participate in the specialized program have the background and knowledge necessary to help students with special needs.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
b. Vocational teachers who participate in the specialized program are given an opportunity to seek additional training.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○

RATING SCALE FOR STUDENTS WITH SPECIAL NEEDS

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION XI. PROVIDING FOR STUDENTS WITH SPECIAL NEEDS

	NA	1	2	3	4	5
I. Program Organization						
a. Students with special needs are identified according to criteria established in the North Dakota State Plan for Vocational Education.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
b. Vocational guidance, vocational rehabilitation, and special educational facilities for students with special needs are provided.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
II. Program Content						
a. Special programs, courses, course modifications, or tutorial instruction are available when it is necessary to meet the individual's vocational needs.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
b. Vocational programs and courses for students with special needs contribute directly to career objectives.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
c. Provision is made for remedial instruction basic to the vocational area; e.g., communications, arithmetic.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
d. Appropriate specialized facilities, equipment, and materials to supplement instruction for students with special needs are available.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
III. Instructional Staff						
a. Vocational teachers who participate in the specialized program have the background and knowledge necessary to help students with special needs.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○
b. Vocational teachers who participate in the specialized program are given an opportunity to seek additional training.	☐	☐	☐	☐	☐	☐
	○	○	○	○	○	○

COPY

RATING SCALE FOR STUDENTS WITH SPECIAL NEEDS

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

SECTION XII. MEETING STUDENT NEEDS THROUGH OCCUPATIONAL EXPERIENCE

I. Enrollment	NA	1	2	3	4	5
a. Purposes of the occupational experience program are explained to parents and students who are interested in enrolling in the program.	□ O	□ O	□ O	□ O	□ O	□ O
b. Such factors as personal interviews, cumulative records, student data questionnaires, faculty recommendations, etc., are considered when enrolling a student in the occupational experience program.	□ O	□ O	□ O	□ O	□ O	□ O
c. Handicapped and students with special needs may enroll in the occupational experience programs.	□ O	□ O	□ O	□ O	□ O	□ O
d. Students pre-register in the occupational experience program at least one semester prior to enrollment.	□ O	□ O	□ O	□ O	□ O	□ O
e. Scheduling of classes allows interested students to enroll in occupational experience programs.	□ O	□ O	□ O	□ O	□ O	□ O
f. A substantial number of students enrolled in the vocational area participate in the occupational experience program.	□ O	□ O	□ O	□ O	□ O	□ O

II. Placement and Training Stations	NA	1	2	3	4	5
a. Students perform a variety of assignments in actual and/or simulated training stations.	□ O	□ O	□ O	□ O	□ O	□ O
b. Students are recommended for placement on the basis of maturity, personal traits, interests, abilities, and achievement commensurate with training station needs.	□ O	□ O	□ O	□ O	□ O	□ O
c. In order to receive credit, a student must work in a cooperative and/or simulated program for not less than the minimum number of hours designated by the State Board for Vocational Education.	□ O	□ O	□ O	□ O	□ O	□ O
d. An approved training agreement for each student enrolled in a cooperative program is on file.	□ O	□ O	□ O	□ O	□ O	□ O
e. There are adequate and appropriate training stations available in the community.	□ O	□ O	□ O	□ O	□ O	□ O
f. A continuing effort is made to locate appropriate training stations.	□ O	□ O	□ O	□ O	□ O	□ O
g. Training station employers receive a written communication outlining their responsibilities and the purpose of the program.	□ O	□ O	□ O	□ O	□ O	□ O

SECTION XII. MEETING STUDENT NEEDS THROUGH OCCUPATIONAL EXPERIENCE

I. Enrollment	NA	1	2	3	4	5
a. Purposes of the occupational experience program are explained to parents and students who are interested in enrolling in the program.	□ O	□ O	□ O	□ O	□ O	□ O
b. Such factors as personal interviews, cumulative records, student data questionnaires, faculty recommendations, etc., are considered when enrolling a student in the occupational experience program.	□ O	□ O	□ O	□ O	□ O	□ O
c. Handicapped and students with special needs may enroll in the occupational experience programs.	□ O	□ O	□ O	□ O	□ O	□ O
d. Students pre-register in the occupational experience program at least one semester prior to enrollment.	□ O	□ O	□ O	□ O	□ O	□ O
e. Scheduling of classes allows interested students to enroll in occupational experience programs.	□ O	□ O	□ O	□ O	□ O	□ O
f. A substantial number of students enrolled in the vocational area participate in the occupational experience program.	□ O	□ O	□ O	□ O	□ O	□ O

II. Placement and Training Stations	NA	1	2	3	4	5
a. Students perform a variety of assignments in actual and/or simulated training stations.	□ O	□ O	□ O	□ O	□ O	□ O
b. Students are recommended for placement on the basis of maturity, personal traits, interests, abilities, and achievement commensurate with training station needs.	□ O	□ O	□ O	□ O	□ O	□ O
c. In order to receive credit, a student must work in a cooperative and/or simulated program for not less than the minimum number of hours designated by the State Board for Vocational Education.	□ O	□ O	□ O	□ O	□ O	□ O
d. An approved training agreement for each student enrolled in a cooperative program is on file.	□ O	□ O	□ O	□ O	□ O	□ O
e. There are adequate and appropriate training stations available in the community.	□ O	□ O	□ O	□ O	□ O	□ O
f. A continuing effort is made to locate appropriate training stations.	□ O	□ O	□ O	□ O	□ O	□ O
g. Training station employers receive a written communication outlining their responsibilities and the purpose of the program.	□ O	□ O	□ O	□ O	□ O	□ O

COPY

III. Student and Program Evaluation	NA	1	2	3	4	5
a. An individual file containing a record of student progress on the job is maintained by the coordinator.	□	□	□	□	□	□
	O	O	O	O	O	O
b. The employer writes periodic and final written evaluations of student performance at the training station.	□	□	□	□	□	□
	O	O	O	O	O	O
c. The coordinator is given released time to periodically visit with the employers and observe the student at the training station.	□	□	□	□	□	□
	O	O	O	O	O	O
d. A continual evaluation of the occupational experience program is made which includes comments and suggestions from students, graduates, parents, businessmen, and the advisory committee.	□	□	□	□	□	□
	O	O	O	O	O	O

IV. Related Instruction	NA	1	2	3	4	5
a. An occupationally related class is offered.	□	□	□	□	□	□
	O	O	O	O	O	O
b. Instruction in the related class is correlated with the occupational experience received at the training station.	□	□	□	□	□	□
	O	O	O	O	O	O
c. An attempt is made to individualize instruction through job analyses and training plans.	□	□	□	□	□	□
	O	O	O	O	O	O
d. The related class size enables the teacher to meet individual student needs.	□	□	□	□	□	□
	O	O	O	O	O	O

V. Teacher-Coordinator	NA	1	2	3	4	5
a. The occupational experience program is supervised by a fully qualified coordinator as defined by the State Board for Vocational Education.	□	□	□	□	□	□
	O	O	O	O	O	O
b. The related class is taught by a fully qualified teacher as defined by the State Board for Vocational Education.	□	□	□	□	□	□
	O	O	O	O	O	O

RATING SCALE FOR OCCUPATIONAL EXPERIENCE

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

III. Student and Program Evaluation	NA	1	2	3	4	5
a. An individual file containing a record of student progress on the job is maintained by the coordinator.	□ O	□ O	□ O	□ O	□ O	□ O
b. The employer writes periodic and final written evaluations of student performance at the training station.	□ O	□ O	□ O	□ O	□ O	□ O
c. The coordinator is given released time to periodically visit with the employers and observe the student at the training station.	□ O	□ O	□ O	□ O	□ O	□ O
d. A continual evaluation of the occupational experience program is made which includes comments and suggestions from students, graduates, parents, businessmen, and the advisory committee.	□ O	□ O	□ O	□ O	□ O	□ O

IV. Related Instruction	NA	1	2	3	4	5
a. An occupationally related class is offered.	□ O	□ O	□ O	□ O	□ O	□ O
b. Instruction in the related class is correlated with the occupational experience received at the training station.	□ O	□ O	□ O	□ O	□ O	□ O
c. An attempt is made to individualize instruction through job analyses and training plans.	□ O	□ O	□ O	□ O	□ O	□ O
d. The related class size enables the teacher to meet individual student needs.	□ O	□ O	□ O	□ O	□ O	□ O

V. Teacher-Coordinator	NA	1	2	3	4	5
a. The occupational experience program is supervised by a fully qualified coordinator as defined by the State Board for Vocational Education.	□ O	□ O	□ O	□ O	□ O	□ O
b. The related class is taught by a fully qualified teacher as defined by the State Board for Vocational Education.	□ O	□ O	□ O	□ O	□ O	□ O

COPY

RATING SCALE FOR OCCUPATIONAL EXPERIENCE

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

_____

_____

_____

VOCATIONAL EDUCATION PROGRAM

ASSESSMENT PROFILE

Major Sections	Assessment Profile
1. PHILOSOPHY AND OBJECTIVES	0 . 20 . 40 . 60 . 80 . 100
2. CURRICULUM	0 . 20 . 40 . 60 . 80 . 100
3. INSTRUCTIONAL STAFF	0 . 20 . 40 . 60 . 80 . 100
4. ADMINISTRATION	0 . 20 . 40 . 60 . 80 . 100
5. PHYSICAL FACILITIES AND EQUIPMENT	0 . 20 . 40 . 60 . 80 . 100
6. INSTRUCTIONAL MATERIALS AND SUPPLIES	0 . 20 . 40 . 60 . 80 . 100
7. GUIDANCE	0 . 20 . 40 . 60 . 80 . 100
8. COMMUNITY INVOLVEMENT	0 . 20 . 40 . 60 . 80 . 100
9. STUDENT ORGANIZATIONS	0 . 20 . 40 . 60 . 80 . 100
10. ADVISORY COMMITTEES	0 . 20 . 40 . 60 . 80 . 100
11. STUDENTS WITH SPECIAL NEEDS	0 . 20 . 40 . 60 . 80 . 100
12. OCCUPATIONAL EXPERIENCE	0 . 20 . 40 . 60 . 80 . 100

OVERALL PROGRAM ASSESSMENT

0 . 20 . 40 . 60 . 80 . 100

VOCATIONAL EDUCATION PROGRAM

ASSESSMENT PROFILE

	Major Sections	Assessment Profile
1.	PHILOSOPHY AND OBJECTIVES	0 . 20 . 40 . 60 . 80 . 100
2.	CURRICULUM	0 . 20 . 40 . 60 . 80 . 100
3.	INSTRUCTIONAL STAFF	0 . 20 . 40 . 60 . 80 . 100
4.	ADMINISTRATION	0 . 20 . 40 . 60 . 80 . 100
5.	PHYSICAL FACILITIES AND EQUIPMENT	0 . 20 . 40 . 60 . 80 . 100
6.	INSTRUCTIONAL MATERIALS AND SUPPLIES	0 . 20 . 40 . 60 . 80 . 100
7.	GUIDANCE	0 . 20 . 40 . 60 . 80 . 100
8.	COMMUNITY INVOLVEMENT	0 . 20 . 40 . 60 . 80 . 100
9.	STUDENT ORGANIZATIONS	0 . 20 . 40 . 60 . 80 . 100
10.	ADVISORY COMMITTEES	0 . 20 . 40 . 60 . 80 . 100
11.	STUDENTS WITH SPECIAL NEEDS	0 . 20 . 40 . 60 . 80 . 100
12.	OCCUPATIONAL EXPERIENCE	0 . 20 . 40 . 60 . 80 . 100

COPY

OVERALL PROGRAM ASSESSMENT

0 . 20 . 40 . 60 . 80 . 100